UC-AFT's Official Newsletter — Local 2141, Santa Barbara

aft FORWARD

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Looking Back, Looking Forward with Campus Union Pioneers

Heather Horn

My mind had wandered from the business of our local's latest executive board meeting when I heard someone say, "Heather could interview Judy and Nick about their recent article on the founding of the union." "Uh, OK, sure," I answered, as a voice in my head screamed, "You can't write another article! You've got a conference paper to finish, classes to prepare, papers to grade. How can you possibly find the time to write for the Forward?"

But UCSB Writing Program lecturers Judy Kirscht and Nick Tingle's article, published in the new book Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education (National Council of Teachers of English, 2001), is all about finding time, making time. It's about hard-won incremental victories and a university that would turn back the clock on gains made by Unit 18 (a.k.a. non-Senate, a.k.a. non-tenure-track) faculty over the years. Judy and Nick remind us why our union still matters.

Judy Kirscht, Acting Director Emerita of UCSB's Writing Program, was local union president from 1991 to 1993 and from 1993 to 1996 served as UC-AFT's southern vice-president. Nick Tingle still serves on the executive board, where he is our resident source of institutional memory. As I learned from reading

(continued page 2)

Campus Equity Week

Join Us

November 1
12:00-2:00

At The
Muliticultural Center

For
Discussion
&
The Film:
"Degrees of Shame"
&
Refreshments

CALL TO ACTION CAMPUS EQUITY WEEK

Jeremy Taylor
President, UC-AFT Statewide

From October 28 through November 3, 2001, there will be a week of coordinated activities on campuses in the United States and Canada. Campus Equity Week - designed to educate our campus communities, the public and policymakers - will focus attention on issues of fairness and quality of education. Our message: teachers' working conditions are students' learning conditions and equal work deserves equal pay.

In addition to public education, the week of action will promote local organizing and encourage contingent

(continued page 6)

Recent Union Activity Across the Nation

Bob Samuels

In the last ten years, we have witnessed a great groundswell of union activity at our nation's universities and colleges. Much of this activism has come from the lower ranks of exploited graduate assistants, clerical workers, and part-time teachers. At times, these diverse groups have joined together to fight against the corporate university and the growing reliance on temporary teachers and workers at our institutions of higher education. Many of these union activities have centered on the traditional goals of better job security and pay; however, numerous recent union efforts have also taken on new problems stemming from the use of distant education and the re-definition of intellectual property. All of these diverse activities can serve as a source for hope for anyone concerned about the current state of higher education and broader economic issues. What I want to do here is outline some of the recent union success stories and show how there is a growing momentum for union-led change at our colleges and universities.

As many people inside the AFT union know, one of the major stumbling blocks to the unionization of labor at our higher education institutions has been the Supreme Court Yeshiva decision, which argued that faculty in private institutions can not unionize because they are really part of management. This bad decision has been recently challenged by several

(continued page 3)

(continued from page 1)
"A Place to Stand: The Role of Unions in the Development of Writing Programs" and from my subsequent conversation with Judy and Nick, he spent much of his free time between 1983 and 1986 "in union meetings, walking the campus, distributing flyers, knocking on doors, and posting notices" (219).

"UC was not used to people in academic positions being unionized. It was weird," Nick told me. "At that point, we weren't even certain that they [wouldn't] fire us for union activity."

UC Lecturers unionized in response to the University's 1983 decision to reduce the number of full-time one-year contracts lecturers could receive from eight to four (221). AFT challenged this "four years and you're out" rule before the California Public Employee Relations Board (PERB), which found the policy illegal (221). As Judy and Nick write, "In the predownsizing world..., the board ... could find no rational reason for firing a competent instructor to be replaced by another person with no experience, only because the experienced person had served four years" (221-222). Bolstered by this legal decision, the first UC-AFT contract, signed in 1986, won sixth-year lecturers the right to be reviewed for renewable three-year contracts. But when the first group of sixth-year lecturers came up for review in 1987, UCLA, UCSC, and UCSB "denied that the positions held by all but a handful of the eligible lecturers were needed, insisting that new appointees could fill them just as well" (225).

Over the next four years, the university and the union debated the meaning of the phrase "long-term need" in the courts, with PERB judges ruling that uncertainty over need in the indefinite future does not preclude need over the three-year period of a

Judy reflects on the lessons of those years: "I was convinced by that experience that the only place you fight ... and the most effective place to fight if [the dispute] is system wide, is the courts. They [the UC system administrators] respect nothing else.... Discovering that you could win against the university in the public courts was an eye-opener."

"That was neat," Nick comments. "They'd come up with some of the most extreme arguments and even the most right-wing judge would say, oh no, academic freedom doesn't mean you can strangle someone in the bathroom.... There are limits to academic freedom, which is what [the university's lawyers] use for everything. I think it was fun for the [union's] lawyers, with the judges saying, 'Oh no, you intellectuals, you can't get away with this.'"

"They got hoist on their own arrogance time and time again," adds Judy. "It was fun, as was learning where their Achilles heels were."

At the campus level, however, Judy is quick to note that many cases can be and have been settled out of court, as was the dispute over post-sixth-year contracts at UCSB in 1991. With more than fifty percent of eligible lecturers belonging to the union, UCSB's strong local had the clout to bring the university to a settlement. "The frustrating thing for me at the [statewide] level ... is the number of campuses that ... wouldn't fight. At times they had [labor] relations people who were far more punitive and destructive, that's true. But ... they couldn't get the locals going," Judy remarks on the difference between UCSB and other campuses.

In the article, Nick and Judy describe the tumultuous years following the implementation of that first Unit 18 contract.

The locals that filed grievances against their administrations kept their programs fairly well intact simply because the administrators knew they would be challenged. Where there was no one to pay attention or no one willing to fight, programs were decimated. Giant though it is, the University of California behaves differently when it know it is being watched. (226)

These are lessons to take to heart today. Anyone familiar with the latest controversies over post-sixth-year lecturers at UCSB—many of whom received only 11% contracts last year despite receiving excellent reviews—knows that we're still fighting UC's unwillingness to retain experienced non-Senate faculty. In Nick's words, "Union work is simply endless."

A vigilant union organization is in place, yet the grievance process has yielded only limited victories, and we are once again at PERB, protesting university labor practices. Nick fears that the political winds may no longer blow in our direction; many of the Jerry Brown appointees who handed down those earlier decisions have long since retired. "We would not ... get the same rational verdict now. Our justices on our state courts are saying things that I can't believe. It's like a return to the 1930s in terms of labor law."

I remark that Sisyphus always gets to a certain point on the hill before his rock begins to roll backwards. "But it doesn't roll all the way to the bottom," counters Judy. If it weren't for the little victories, she continues, "we wouldn't have kept going."

"I persist in believing that I personally would not still be here if it weren't for the union," Nick explains. "I'm convinced of what I told people when we were organizing.... We're buying lawyers.... I may be gone.... I may lose my job.... They may screw me, but the lawyers will be there and at least some other guys further down the line will be safe because the lawyers did their job."

(continued page 3)

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Nick and Judy's article focuses largely on how the birth of the union made possible the existence of UCSB's Writing Program—developed and staffed by non-Senate faculty—independent of the English Department: "the UCSB Writing Program has a degree of stability, autonomy, and acceptance rare for programs staffed with non-tenure-track faculty, certainly rare in the UC system. This success is not accidental" (230).

Another bright spot is the fact that the existence of an autonomous Writing Program, together with provisions of the Unit 18 contract, has allowed for lecturer participation on academic Senate committees. While most tenure-track faculty still know little about lecturers, our work, and our concerns, committee membership increases lecturer visibility on campus. "It puts a face on us. Four, five, six of us are known around campus as ... people who work here," Nick comments.

Judy points out that "It has been positive on the committees so far.... Whenever we've gone to the Senate faculty committees and we've had members on these committees sitting there becoming colleagues ... and that really has to do with it, just engaging in ordinary committee conversations with people.... You become colleagues. You go in and act as though you're faculty and ..."
Nick interjects, "They'll treat you as though you are.... Their assumptions are that you're the same as they are until you start talking about the Writing Program ... and Unit 18 concerns and their faces go blank. Until we break that barrier..., we are still temps."

Works Cited
Tingle, Nicholas and Judy Kirscht. "A Place to Stand: The Role of Unions in the Development of Writing Programs." Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education. Eds. Eileen E. Schell and Patricia Lambert Stock. Urbana, Illinois: National Council of Teachers of English, 2001. 218-232.

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by several National Relations Labor Board rulings. In fact, by allowing graduate students at New York University and regular faculty at Manhattan College to unionize, the NRLB has set the groundwork for a reversal of the Yeshiva decision. This opening in the courts has resulted in a growing number of unionization drives at private colleges and universities all over America.

Of course, these efforts to unionize private institutions follows a series of successful attempts to unionize faculty, students, and workers at a great number of public institutions during the 1990s. All of these activities point to a mounting effort to hold universities and colleges accountable to how they treat their workers and students. In fact, each time that a group of local teachers or students unionizes, administrators from all over the country get a little bit more nervous. For students are learning from workers and faculty are learning from students that it is possible for people to join together in an effort to demand economic and social justice. Moreover, these efforts at unionization have taken on a national agenda linking a large and diverse coalition of workers, students, and teachers. This is very important because we must always keep in mind that we have the numbers on our side and without us, there can be no higher education. The problem in the past was that universities and colleges kept students, workers, and faculty disempowered and fragmented; however, recent union successes on all levels of higher education have sent a strong message to administrators who engage in union-busting activities. Not only will anti-union institutions be shamed in the public media but national union organizations will move in and lend support and training to help over-come unfair labor practices. In short, national labor unions have allowed teachers, workers, and faculty the opportunity to fight power with power and to resist various attempts to undermine organizing activities.

Unions have also been able to resist many attempts by political officials to defund higher education and to control curriculum. For example, the New York State United Teachers union was able to help its four hundred thousand members by preventing conservative trustees from cutting budgets, restricting access, raising tuition, and cutting student aid. This collective action showed that our unions can handle a diverse range of issues and protect the interests of everyone involved in higher education. Of course, individual teachers and students do not have the lobbying power and political clout of a large organization, and thus they need to seek the advice and expertise of professional union workers.
In California, union activities have been successful on all levels of the state system. Graduate Assistants and non-Tenured full-time faculty have used their new union status to engage in collective bargaining with the University of California system. These on-going negotiations have resulted in better compensation and fairer labor practices. Although, there is still much that needs improving, union activism has helped to win many concessions from reluctant university administrators. Unfortunately, these concessions have often come about through union-supported court intervention. We hope that the bad press from losing so many NLB rulings will eventually teach the university to respect and honor the contracts and agreements it is party to.
One of the most impressive uses of organized labor for academics in California is the California Federation of Teachers' successful bid to convince the State Assembly to pass "equal pay for equal work" legislation concerning part-time teachers. This bill calls for paid office hours, paid health insurance, and seniority rights for part-time community college teachers. The State Assembly has

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also required that no less than seventy-five per cent of all community colleges must be taught by full-time faculty. This impressive legislation however has been undermined by the lack of enforcement and the failure to develop a strong regulatory process.

As we move into Campus Equity Week (October 29- November 2), we hope that the general public will become aware of the current problems and issues facing higher education. We also hope that teachers, students, and workers learn more about the effectiveness of recent union activity. Ultimately, the power of these collective actions relies on the commitment of each of us to protect economic and social justice in our own working environments. The first step in this quest for justice is to become active members in our unions and other organized groups.

Opinion

The Editor

Bob Dylan at UCSB?

Boy, the times really are a-changing, I guess.

But He was here at the events center and sang, if you can call what he does singing, some oldies like Masters of War, Blowing in the Wind, and a couple of stanzas from "Like a Rolling Stone," but not the stanza I felt might have been most apposite for a UCSB audience:

You have gone to the finest schools all right, Miss Lonely,
But you know you only used to get juiced in it.

l or didn't know where he was. I expect the latter. Dylan is one of those fortunate souls who really only has to know where he is and has been blessed all along with knowing that.

We Don't Need No Parking Lot

I would have to do a power search of my memory files to find a single issue that has so universally raised hackles for all levels of employees at UCSB as the recent flap over proposed increases in parking fees. Even the Senate Faculty has gotten its dander up over this one, though I suspect that things other than money issues may be operating at that level. Something to do with who is really in charge of this campus and whether the Chancellor is capable of making any sort of decision at all. About anything. They are forcing his hand.

Down at my ground level, I have not yet found a convincing argument for a new parking lot. I arrive at work every day of the week usually before ten, and, except for those rainy days, I get a parking spot. What's the need? I don't get it. Are they trying to get more spots for those Tuesday, Thursday, 10-2 peak hours? If so, there's another way of taking care of that problem beside taking it out of the hide of people already struggling to live in this over priced town.

It's simple. Insist that all departments make sure that the classes they offer are equally distributed over the entire five days of the week and from 8-5 on each of those. Bingo! Plenty of parking all the time. But I guess it's easier for the administration to squeeze all of us, rather than try to face down the departments and their apparent right to make sure their faculty can do whatever it is that they do, when ever they want to do it.

The Two Cultures

Anybody ever read that essay by C.P. Snow—the 2 cultures. I hated it when I first read it. And now it seems more and more e a transparent lie. The humanities and the sciences just don't get along. The threadbare appearance of civility between these bodies is becoming more and more frayed. The fact is the sciences want out of L&S. That would leave us with an "L," I guess, and the sciences with a direct money line to the EVC.

Some signs that the gloves may be coming off appear in a memo signed by all—amazing!—chairs of departments and programs in the Humanities and Fine Arts Divisions. The memo notes that while the campus as a whole receives about $8,800 per new student that L&S, while it does 92% of the teaching on campus, receives about $5,000 per student perhaps the lowest per student expenditure in the UC system. This $5000 figure compares rather unfavorably with the $18,700 per student in the School of Engineering and the $8,400 per student in the so-called "School of Creative Studies."

This is, as the French would say, a scandal. No wonder the sciences want out and to get rid in their negotiations with the EVC of the dead weight of the "humanities." The humanities chairs are to be applauded for their guts if not their acumen. I mean usually what happens when the worm turns is that the worm gets squashed. But surely the humanities folks know this and that they spoke out seems an indication of how much they feel their backs against the wall.

9.11.01

The estimated 343 firefighters who died were all union. They were represented byUniformed Firefighters Association Local 94 and Uniformed Fire Officers Association Local 854. The rescure workers are members of Operating Engineers Local 30.

Follow the Money!!
Audit Committee Votes to Examine UC's Books
Are Funds Allocated for Instruction Being Spent on Administration?

Faculty and staff from the University Council-AFT applauded today's vote by the bipartisan Joint Legislative Audit Committee to authorize the State Auditor General to examine the UC administration's books. The vote to conduct an audit comes amidst growing concern that the UC administration has not lived up to its promise last year to increase the quality of undergraduate education, including instructional excellence, as part of its agreement that gave UC predictable increases in state funding. The audit will assist the Legislature in understanding how funds are used for instruction and research compared to the University's overall growth. The committee voted to instruct the State Auditor General to examine UC's books to determine:

How much of the public funds appropriated for undergraduate instruction are actually spent for that purpose, and how much are being spent on administrative growth?

Are new funds allocated by the legislature to regularize Summer Sessions being used properly?

What are the contributions of non-tenure track faculty to undergraduate education?

Current expenditure reports from the University do not allow the public or the legislature to measure whether the UC is meeting its commitments.

"Among public institutions in California, none has more disdain for public accountability than the University of California. The University will receive almost $3.5 billion in state funds this year and almost $2 billion specifically for instruction," said Jeremy Elkins, President of the University Council - American Federation of Teachers (California Federation of Teachers), representing lecturers and librarians throughout the statewide UC system. "The University administration has said publicly that it is not required to spend the money it receives for the purposes it was intended. Taxpayers may be shocked to discover how money intended for instruction is actually spent. I expect that an audit will show that part of the scandal is the University's practice of exploiting non-tenure track faculty while the University diverts money intended for instruction to other purposes. It is time that the University of California was made accountable to the public it is supposed to serve. I commend Assembly member Oropeza for spearheading this important step towards legislative oversight of the public's money."

UC and the governor's office agreed last year that, in return for predictable increases in state funding for the UC, the university would be held accountable for increasing the quality of undergraduate education and maintaining the excellence of its instruction, including summer sessions. "We can't tell if the UC administration has met the goals it pledged to meet, because the way they report their expenditures doesn't answer these questions," said Mary Bergan, president of the California Federation of Teachers. "That's why the state audit is crucial."

Assemblymember Jenny Oropeza (D – Long Beach) requested the audit, saying, "In spite of the University's agreement to increase the quality of undergraduate education, one of its fastest rising costs is academic administration. We need to ensure that the University's priorities are in the right place – on educating students."

The California Federation of Teachers represents over one hundred thousand certificated and classified employees at all levels of California public education. CFT represents 4000 non-tenure track faculty and librarians at the University of California.

Some Random UC Factiods

Nick Tingle

I wanted some information so I emailed the statewide President of the UC-AFT, Jeremy Taylor, and got back the following answers to my questions:

How many lecturers in the UC system?

There are about 3,500 non-senate faculty in our unit (that includes not only Lecturers but other titles as well, such as Field Study Coordinator). There are additional non-senate faculty outside of the unit (primarily adjuncts and visiting professors). Based on the latest records we have received, there seem to be about 1300 additional non-senate faculty outside of our unit

What's the percentage of courses taught by Lecturers?

According to the University's under-reporting, non-senate instructors teach about 45% of all courses at UC (graduate and undergraduate). We believe that non-senate faculty teaches around 50% of the undergraduate course.

What's the percentage of lecturers relative to all faculty?

Again, if we mean all non-senate faculty, the ratio is almost 1-1. (There are close to 5,000 non-senate faculty and something under 6,000 Senate Faculty). However, many non-senate faculty are either part time or (as with adjuncts) have substantial non-teaching responsibilities.

What's the total annual budget of the UC system?

It's about $12.5 billion plus another $3 billion and change for labs.

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contingent faculty participation and activism. We are inviting anyone interested in promoting fairness for contingent faculty to begin making plans to take action during that week. Reach out to other groups on your campus and in your community and start determining what kind of events best address your local conditions. Campus Equity Week will also take issue with declining labor standards and increasing use of temporary and part-time labor for all campus work. Campus Equity Week endorses the adoption of equitable labor policies and standards that encourage fairness and dignity for all members of the campus community.

Campus Equity Week is part of a growing movement among working people from all walks of life seeking to address the inequities of contingent work. Campus activism is directly linked to that broader movement through the professional organizations, labor unions and member organizations of the National Alliance for Fair Employment that support Campus Equity Week and constitute its steering committee. This campaign is highly decentralized and flexible reflecting what each local association feels would work best in its community. This packet will give you a few ideas of the kinds of activities you could organize - from a rally to support local bargaining or organizing drives, a press conference, a teach-in, public forum, or presentations to governments. Even something as simple as setting up an information table on your campus can make a big difference in bringing your issues to the attention of your colleagues and students. Don't feel limited by what we suggest - be creative, and have fun with your events. It's up to you - as long as you do something!

THE HISTORY

CEW is part of a long history of academic labour organizing. For the past two decades faculty in the US and Canada have struggled to organize local unions and have their issues addressed in collective bargaining. Their voice has been increasingly strengthened by the growing concerns of the major academic professional and disciplinary associations. In recent years, we've seen a general increase in all forms of union and advocacy organizing with the emergence of ambitious regional projects and successful legislative strategies particularly in California, Washington State and Boston.

Through a series of conferences, internet networks and growing support from faculty organizations, a leadership dedicated to building an international movement of contingent faculty took shape. These developments took on new importance as increased activism on contingent labor in the broader economy, prominent media coverage, and a heightened awareness of corporatization made issues surrounding contingent labor central to public debate regarding the future of higher education.

CEW marks a new level of activity and political sophistication. For the first time all major faculty organizations have come together to encourage public education and faculty activism targeting every campus in the US and Canada. Join us October 28 to November 3rd and we will make some history we can call our own.

Joseph Raito, Union Worker, Assists Victims

First Contact Contact Person

Heather Horn

I sit down to write this column with great reluctance, because I don't view it as my column to write. It is, was George Yatchisin's column, "From the President," and since George stepped down from his position as local president in June, we have no president, no one willing to take George's place because, frankly, no one can.

To anyone aware of local union activity these past few years, George was the union, tackling his duties with energy and efficiency, making it all—lobbying, attending regional and statewide meetings, pursuing grievances, writing this column and countless articles for the Forward—seem so easy.

Sure, it was easy—for the rest of us to pitch in now and again, confident that George would keep the union afloat, like the magician suspending the beautiful woman in midair. I wish to malign no one who quietly worked behind the scenes with George, the assistants concealing invisible wires. However, his departure has brought home the inevitable realization that the smoothest of performances demand a lot of sweat.

Fortunately, where once was one man, there's now a whole committee, your local Executive Board emerging from the wings—a lot of collective sweat. I'm the Contact Person, which in my mind means the person you get in touch with who delegates your question or offer of assistance to someone else. By the way, I'm not well suited to this job, and anyone who wants it can have it. You know who to e-mail: Heather Horn c/o uc_aft@yahoo.com.

Other Executive Board members you should know include:

Bob Samuels, Contract Bargaining Representative

(continued page 7)

(continued from page 6)

Madeleine Sorapure, Treasurer
Nick Tingle, Forward Editor

Finally, no "who's who" of Local 2141 would be complete without our Field Representative Allegra Heidelinde: allegra@rain.org

You will want to get in touch with us, because there's so much going on and so many ways to add your drop of sweat:

Convert from "Fair Share" status to actual membership. There are no additional costs, and you gain the right to vote on our next contract and other union issues.

Get another lecturer from your department to join the union.

Teach your students about Unit 18 Lecturers during Nationwide Campus Equity Week (CEW), Oct. 29-Nov. 2

Attend our CEW events at the Multicultural Center on the afternoon of Nov. 1

Volunteer to serve as union liaison to other lecturers in your department.

Interview another lecturer for a future issue of the Forward.

University of California Unit 18 Lecturers have been working without a contract since June of last year. Your union membership and involvement send a clear message to the university that you support UC-AFT's efforts to negotiate a contract that honors your professionalism with increased pay, job security, and protection of intellectual property and academic freedoms.

The Librarians' Corner

Librarians New Memorandum of Understanding (MOU)

All librarians in the bargaining unit should have received a bright orange MOU in the recent two months or so. It is current contract and we need to continue to read it and know our rights and opportunities. Several new improvements are: the current salary scale and the new scale (scale 2) which already need to be revised; and professional activities and development, article 3. We have worked closely with the Librarians Association of U. C. to improve librarians' working conditions, salaries, due process, and opportunities for professional development.

New Range Adjustment for Librarians

The new range adjustment (cost of living) salary scale is located at http://www.ucop.edu/acadadv/acadpers/tab0102/table31.html Miki Goral, UCLA Research Librarian and the UC-AFT Librarians Contract Administrator, sent to all librarians in the bargaining unit the recent message that we and all academic appointees would be receiving a .5 % range adjustment effective in our November 1 paychecks. And, we continue to be eligible to receive research project fund allocations that are coordinated by the Librarians Assoc. of U. C. and the Univ. of Calif. Office of the President.

Representatives continue to work for you

Mary Larsgaard and Sally Willson Weimer periodically have attended University Council meetings of UC-AFT to participate in the governance process, bring issues and concerns of our librarians to the governance council, and work with colleagues to equitably interpret and benefit from the U. C. Academic Personnel Manual and the MOU. Serving on the Bargaining Team has been both valuable and enlightening for Mary and and alternate member Cathy Chiu. We seek your suggestions about how each of you can take on a more active role in our local librarians caucus. And we welcome your help with continuing to inform us and our membership about concerns and ways to improve our opportunities as academic appointees in the library and on campus. We continue to review the concerns about heavy workloads for librarians as we encounter major transitions with the New PEGASUS andNew California Digital Library data bases.

Please contact Mary or Sally if you have concerns about various peer review opportunities or have not yet received your MOU.

Mary Larsgaard and Sally Willson Weimer

Summer Sessions Rip-off Redressed

Robert Samuels

I am happy to announce that the UC-AFT has been successful in negotiating a payment for you to make up the difference between the 8.5% that you were paid and the 11.1% that senate faculty were paid to teach during summer session 2001. Here is the language of the summer agreement:

"Second, the parties agree that Lecturers employed to render services in Summer Sessions 2001 on the UCSB campus will receive a bonus payment for Summer Sessions 2001, on a one-time non-precedent setting basis. This bonus will be processed as a by-agreement, non-base building payment, subject to any applicable taxes or other required deductions. The amount of the bonus for each Lecturer teaching a 3-5 unit course shall be equivalent to the difference between 8.5% and 11.1% of the Lecturers annualized salary for the 9-month academic year. Lecturers teaching courses of less than 3 units, or those team-teaching, shall have the bonus pro-rated accordingly. Lecturers employed in the Linguistics Society of America (LSA) 2001 Institute shall not be entitled to this one-time bonus since their salaries were set by the Institute. A breakdown, by Lecturer, of the bonus payment amounts shall be provided to UC-AFT."

Executive Board 2000-2001
Local 2141
www.mindspring.com/~tinpress.AFT.html

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Some Quick Q & A

1. What is going on with bargaining?
As many of you might know, we are currently engaged in collective bargaining with the UC system. One of the reasons why we have not come to an agreement yet is that the union is asking for important changes in our contract. These changes call for a stable salary scale, a fair workload, a more permanent status for lecturers, better funding for professional development, and stronger protections for job security. So far, the university has countered most of our demands by proclaiming that the individual departments and universities should be able to fire anyone at any time in order to keep costs down. The university has also refused to release for lecturers the money that the State Assembly has already budgeted for cost of living increases for all UC employees.

2. What is the union's strategy to get us a new and better contract?
The union has been active on many different fronts in order to force the university to bargain in good faith. We have pushed the State Assembly to perform a budget audit on the university to see how much money is going to instruction and how many lecturers are actually teaching in the UC system. The State Assembly has also told the university to recognize the important role that lecturers play in the educational mission of the UC system. Moreover, in our bargaining sessions, the union has not ruled out the possibility of a strike if the UC system fails to bargain in good faith. We have also won several recent court rulings regarding unfair labor practices in the UC system.

3. Why do we need a new contract?
The only way to force the university to pay lecturers at a higher rate and reward them for their contributions is to establish a coherent salary scale. Our current contract, which expired in June 2000, does not deal with salaries and salary increases. The old contract (The MOU) also does not prevent the university from replacing post-sixth year lecturers with cheaper pre-sixth year lecturers. In fact, UC Davis has recently started to phase out its post-sixth-year lecturers, and other UC campuses may also be doing the same thing. We need to force the university to respect the real need for these experienced teachers.